

Verb as a Part of Speech in English as Well As Uzbek and its Object, Subject and Methods of Research

Ibrohimova Dilyora Inomjon kizi

Fergana State University, Linguistics (English), 2nd course

Qosimova Guljahon Mahmudovna

Fergana State University, Doctor of Philosophy, dilyoratorolqinova@gmail.com

ABSTRACT

In this article, the main features of the English and Uzbek verbs were analyzed. The main differences between Uzbek and English verbs were shown.

KEYWORDS: verb word group, lexical, grammatical feature, semantic means, parts of speech.

Formation of communicative competence in students in the process of teaching foreign languages is the main goal of today's methodology. Communicative competence, in turn, includes several sub-competencies, and the first of them is linguistic competence. Having linguistic competence means that the student has excellent knowledge and skills in English grammar and lexis. For this, it is necessary to conduct a joint analysis of a certain language unit in the native language and the language being studied, and to consider cases of interference depending on the results of the analysis. By linguistic interference, we understand the errors made by the speaker of the second language as a result of the influence of one language on the second language. After identifying such situations, the teacher needs to create a set of exercises that help students overcome these problems. When creating a set of exercises, it is appropriate to switch to a systematic principle, that is, from easy to complex and from preparatory (pre-communicative) exercises to basic (communicative) exercises that serve to form communicative competence. In our study, the main goal was to create a set of exercises aimed at teaching the grammatical features of English verbs for first-level students of a higher education institution specializing in English, and the main results of the study are presented in this article.

In order to effectively teach any foreign language, first of all, it is necessary to compare the students' mother tongue and the language they are studying with each other, and to analyze them. By comparing languages, similar and different features of these languages are revealed: similar features make it easier to learn a second language, while different features make it difficult to learn a language, and these difficulties, in turn, lead to errors in speech. will come. For example, in speaking, some students may pause or mispronounce. Contrastive linguistics is a branch of linguistics that deals with identifying their similar and different features by comparing two languages in foreign language teaching. According to V. B. Kashkin, a Russian scientist, two branches of linguistics, comparative and contrastive linguistics, deal with the comparison of languages. Comparative linguistics studies the stages of historical development, differences and common aspects in them by comparing mutually related languages. Comparative linguistics deals with the comparison of any two languages in the world, and the languages may not be related. For example, cross-linguistics is of great

importance in studying the similarities and differences between the phonetic, morphological or syntactic language units of English and Uzbek, Russian and German, Turkish and Chinese. By linguistic interference, we understand the errors made by the speaker of the second language as a result of the influence of one language on the second language. It is natural for students to make mistakes while learning a language. "An error is not a disease, but a sign of it, this sign is a sign that the different features of the two languages do not match in the student's mind, and it creates difficulties for him in learning the language," Yarseva says. Interference cases, according to the results of observations, are often made by the majority of students in certain linguistic situations, that is, students repeat exactly the same mistakes as each other. It is clear from this that these mistakes are not caused by individual factors of students, but by systemic language factors. A pedagogue teaching a foreign language must be aware of the differences between languages that cause such situations and the methods that allow to overcome them. The simplest examples "He is a student" - "U student", "I am writing a letter" - "Men xat yozyapman" we can see that the verb "to be" in English is not translated in Uzbek. In the second example, the present continuous verb is expressed by the auxiliary verb "to be" and the suffix "-ing" in English, while in Uzbek it is expressed only by the suffix "-yen". Today, the main goal of the education system is to create a new personality of each student, which is aimed at the comprehensive development of each student, finding his place in society and further improving himself. is to create an educational system based on an attentive approach. The goal of teaching foreign languages changed according to this approach, and the new term "competence" (skill, ability) began to be used more often in the methodology. Competence (from the Latin "ability") is a set of knowledge, skills and abilities formed during the teaching of one or another educational subject, or the ability to perform some activity based on acquired knowledge and skills. This term was first introduced into linguistics by N. Chomsky. Later, the American scientist D. Haims (1972) further refined this concept and introduced the term Communicative competence. The concept of communicative competence was analyzed in detail by the European Union and its components were developed. According to him, communicative competence consists of the following competences: linguistic, sociolinguistic, discursive, strategic, social, socio-cultural competences.

When learning English, you should devote a lot of time to the verb to be, which a characteristic in itself is already. It performs four functions; most often it plays the role of a semantic verb and a linking verb. Any sentence in English cannot be made without a verb, so to exist exists where there is no semantic verb and there is a compound nominal predicate, for example, I am a student, in Russian "I am a student" is translated. English also has modal verbs. They are given special attention because these parts of speech differ from other English verbs in a number of features. They are indicators of the characteristic of action and are used together with semantic verbs. For example, a modal verb must express a request to perform an action. Men maktabga boraman - I go to school. Men maktabga borishim kerak - I have to go to school. Modal verbs never have the endings -ing, -s and -es. In some cases, modal verbs can be replaced by their equivalents or equivalent universal verbs. Equivalents are usually used instead of modal verbs in the past and future tenses.

Equivalent universal verbs, in addition to the modal function, can be performed by others, including semantic ones. For example, to allow is translated as "to allow, to allow" and can replace the verb may. Also, modal verbs are used without auxiliary verbs and with a particle. When we talk about the grammatical nature of the verb, it can be noted that the verb is one of

the main word groups and differs from other word groups by its meaning, grammatical forms and syntactic functions. A verb connects action, presence, state, and relationship with reality in a process-like manner, defining it in terms of time. It is by this feature that the verb differs from the noun it is derived from.

A verb is a group of words expressing an action, state or process, having tense, aspect, inclination, proportion, perfect, modality and other such grammatical categories. Verbs are words that express the meaning of action. In grammar, the meaning of action is very broad, it includes actions represented by verbs such as to come, to walk, situations represented by verbs such as to wake up, to stand, , mental changes represented by verbs such as to astonish, to worry, biological processes represented by verbs such as to blossom, to grow, and similar actions and events includes. While all of these have their own specific aspects, there is also a common aspect for all of them, that is, they are events that occur in relation to time. A verb is an independent set of words that expresses an action, state or process, that is, an action such as the appearance and change of a certain sign. All such meanings specific to the verb go back to the general meaning of action, which helps to distinguish it from other groups of words.

The important thing is that the verb reflects the characteristics of the action that takes place during a certain period of time. These features are manifested in the personal forms of the verb (Finite forms), and therefore the syntactic function of the personal forms of the verb is to be used only as participles in the sentence. The word change system of the verb is much richer and more diverse than other word groups. It has not only the synthetic method characteristic of inflectional languages, but also the addition of formants to the root or the analytical method. It should be noted that the verb is the only group of words that has analytical forms. If we pay special attention to the word changing system of verbs, we can see that the suffixed verbs formed by the affixation method are quite rare and the compound verbs formed by the conversion method are quite numerous.

In English, verbs are divided into personal and impersonal forms depending on their grammatical categories and syntactic functions according to their external structure. In both languages, that is, in English and in Uzbek, verbs are distinguished from other groups of words according to their morphological, lexical-semantic, lexical-grammatical characteristics. Verbs in the Uzbek language are divided into independent verbs and auxiliary verbs according to their lexical-grammatical characteristics. Independent verbs indicate action, have an independent meaning and can act as a part of a sentence. For example: The assigned task was completed before the deadline.

In conclusion, we can say that our scientists have been working on the verb-word group since ancient times. Until now, this phrase is being analyzed in depth and news is being introduced. Verb vocabulary is a very broad topic. No group of words can be imagined without a group of verbs. The center of the sentence is the participle, and the participle is mainly expressed by the verb. That is why the verb forms the main content of the sentence. This phrase has been the cause of many debates and discussions, and is being studied by scientists to this day.

References:

1. Крылов С.А. Некоторые особенности лингвистической концепции В.Г. Гака // Язык и действительность: Сб. науч. тр. памяти В.Г. Гака. — М., 2002. — С.
2. Соловьев В.И., Яковенко Э.В. Краткий русско-арабский общественно-политический словарь. — М.: Вост. лит., 2003. С. 249. 3. G'afforov Ingliz tili grammatikasi – Toshkent, 2005. – 220 b
3. Gaziyeveva M. The pragmatics of the prosodic means// International Scientific Journal ISJ Theoretical & Applied Science Philadelphia, USA. – 2021. Volume – 7. Issue – 5. May 30. P. 229-234
4. Шмелев Д.Н. Способы номинации в современном русском языке. — М.: Наука, 1982. С. 99.